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ABSTRACT

The first part of this workbook reviews and advocates articulation between high school cooperative education programs and vocational programs in higher education. It begins by defining some of the most common terms used to describe articulation, such as "tech prep" and "2+2", and for the implementation of articulation strategies, in general. It points out the positive benefits to be gained from articulation by both schools and students and then notes the things that should be considered before discussions on articulation are initiated. Strategies for getting articulation started are examined, and steps for successful programs are outlines. Following a cautionary glance at possible problems, the manual suggests strategies for implementation of articulation programs. The second part of the workbook consists of an extensive appendix containing a list of articulation terminology, a form for laying out considerations for credit-granting, sample agreements, guidelines for program implementation, and suggestions for external support. Examples from articulation programs in Nebraska are included. (KC)

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ARTICULATION WORKBOOK FOR COOPERATIVE EDUCATION

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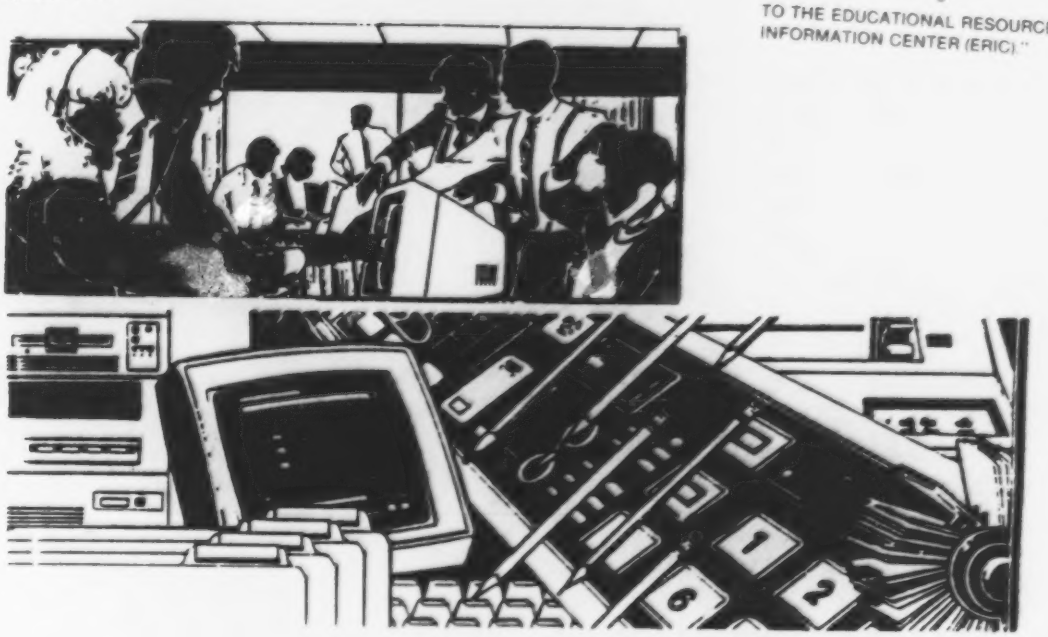

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ARTICULATION WORKBOOK
FOR
COOPERATIVE EDUCATION

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TECH PREP, 2+2, AND ARTICULATION OF COOPERATIVE EDUCATION

ARTICULATION TERMINOLOGY - WHAT IS TECH PREP AND 2+2?

A review of the literature and model articulation programs reveals a variety of definitions and terms being used to describe articulation. Some of the most common terms and their meanings include:

ARTICULATION

Articulation is a planned process linking two or more educational systems to help students make a smooth transition from one level or program to another without experiencing delays or duplication of learning. This movement of students between programs can be either horizontal or vertical. Horizontal articulation includes those relationships between programs, courses, or activities which exist at any one educational competency level and provide a coordinated educational program for the student. Vertical articulation refers to those relationships which exist between institutions' programs, courses, or activities and provides a coordinated program for a student moving from one educational competency level to the next.

ADVANCED PLACEMENT

Advanced placement is any arrangement that enabies secondary students to receive credit for or bypass requirements at the postsecondary level. These arrangements are keyed to "time shortened" periods since postsecondary credit is granted for accomplishments at the secondary level. Generally, advanced placement is optional for those students with high grade point averages or high scores on placement exams. Advanced placement is considered the easiest form of articulation because few curriculum changes are necessary.

TECH PREP

Tech Prep is a pre-technical program that provides a broad basic background in technology in order to better prepare students for entry into postseconary vocational-technical programs. A tech prep high school core curiculum would consist of preparation in applied science, mathematics, technical writing, and laboratory or cooperative education instruction in a specific occupational area.

2+2 ARTICULATION

2+2 Articulation is a four-year articulation plan in which the first two years are taught at the secondary level, and the second two years are taught at the postsecondary level. Exit points are included along the way which permit students to exit after grades twelve, thirteen, or fourteen with a diploma, certificate, or associate degree. 2+2 Articulation seems to require the highest degree of involvement and the most

coordination and cooperation between and among administrators, faculty, and counselors.

2+2+2 ARTICULATION

This is a six-year articulation plan in which the first two years are taught at the secondary level, the second two years at the community, junior, or technical college, and the third two years at a four-year college or university. Students may exit with either a diploma, associate degree, or bachelor's degree.

WHY IMPLEMENT TECH PREP, 2+2, AND ARTICULATION STRATEGIES?

> The articulation process between secondary and postsecondary vocational education programs is a critical issue to many individuals and agencies involved with the planning and evaluation of public education. (National Advisory Council on Vocational Education, 1976.)

The planning and coordinating of programs between secondary and postsecondary institutions is necessary so that a student can progress from one level of training to the next higher level without experiencing unnecessary gaps or overlaps in a program of study. There is a wide range of conditions which indicate the need for new ways of thinking about organizing and conducting the educational enterprise in order to respond more effectively to learners. Some of these conditions are:

1. Duplication of learning and Cooperative Education experiences in secondary and postsecondary institutions waste time and money, and often fail to challenge young people.

2. The increasing cost of education to students, parents, and taxpayers makes improvement of articulation practices a necessity.

3. Present facilities and delivery systems do not provide sufficient educational alternatives (Cooperative Education) to students.

4. There is no mechanism which will provide a uniform effort by the Department of Education to assure horizontal and vertical coordination and articulation of Cooperative Education among education agencies.

Other reasons articulation strategies should be considered:

- Students gain advanced standing or postsecondary credit.
- Eliminates or avoids instructional repetition.
- Provides students with opportunities for addtional course options.
- Serves as an additional recruitment tool.
- Improves relations between two or more educational institutions.
- Provides for more efficient use of tax funds.

- Avoids costly duplication of selected facilities and resources.
- Provides students with recognition which serves as a motivator to continue study beyond one educational level.

ARTICULATION BENEFITS COOPERATIVE EDUCATION

The benefits of articulation between secondary and postsecondary Cooperative Education programs are clear. A carefully planned articulation arrangement which reduces duplication of learning increases the effectiveness and efficiency of learning, improves program content and standards, allows fuller use of existing program facilities and equipment, provides a more attractive option for students, supports secondary completion, and enables postsecondary instituitons to obtain increased enrollments and better prepared students. Expected articulaiton benefits:

- Instruction and evaluation methodologies are improved.
- Program content is validated.
- Student motivation is enhanced.
- Student flow from secondary to postseconary institutions is intensified.
- Duplication of courses and/or tasks is minimized.
- Voids within a discipline are eliminated.
- Student options for taking supplementary related courses are increased.
- Tax dollars are more effectively applied.

The process or articulation itself is accommodatd through faculty working together to establish a common curriculum from simple to technical. Through this process, students may step off the educational ladder to accept work opportunities (Cooperative Education) and step back on the ladder and continue their educaitonal advancement without experiencing loss of time, credit, and resources.

Students are able to:

- Work toward Cooperative Education postsecondary equivalency credit while still enrolled at the secondary institution.
- Progress from secondary institutions to postsecondary institutions with a smooth, continuous curriculum transition and minimum repetition.
- Choose from a range of alternatives on a given career ladder.
- Develop job entry skills at a level acceptable to the world of work.
- Save time, money, and effort.

In summary, articluation benefits Cooperative Education by:

- High school cooperative education courses and experiences can be articulated into postsecondary courses.
- Articulation affords an excellent opportunity to secondary Cooperative Education student-learners to continue with their education.
- Employers are generally supportive of cooperation between business, industry, government, and education, and will asist with strategic planning.

What should be considered before discussions are initiated?

- Identify local need(s) that might be addressed through cooperation with another agency.
- Determine the potential payoff to institution, students, and/or community.
- Determine which programs appear to be good candidates for cooperative ventures. Look for programs with easily established program content (such as technical or skill courses which lend themselves to competency assessment) and for courses with potential overlapping content areas at the two levels (such as introductory or orientation courses).
- Identify likely partner(s) or agencies that have ongoing lines of communication with your institution.
- Determine the existence of informal linkages already in place with potential partners (such as serving on advisory committees).

What are some strategies for getting started?

- Seek discussion and exchange between coordinators and administrators at the two institutions to "test the waters" and assess the feasibility of continuing.
- Review the potential benefits to clients or institutions.
- Talk to peers at other institutions who have experience in the area.
- Schedule continuing discussions until both potential partners are confident that objective discussions can be reached regarding the development of articulation.

Steps for successful programs:

- Designate one responsible individual in each institution.
- Develop a district policy about articulation.
- Develop a specific plan for articulation among the two educational institutions.
- Determine student eligibility standards.
- Develop a joint curriculum review process.
- Develop strategies for advising and counseling high school students who apply.
- Develop written articulation agreements.
- Plan for joint faculty assignment and cooperation.
- Provide for shared advisory committee membership.
- Conduct staff orientatin sessions.
- Plan for sharing facilities and equipment.
- Develop a joint budget for articulation agreements.

Characteristics of successful articulation programs:

- Leadership and commitment is provided by top administrators.
- The faculty are involved at all stages.
- Key participants receive recognition.
- Relationships are built on trust and respect.
- Both institutions see advantages in the agreement.
- Formal written agreements are executed.
- Communication is open, frequent, and clear.

- -- Curriculum is competency-based.
- -- Common educational goals are identified and shared.
- -- Few programs are articulated initially.

If everything appears positive, what are the next steps?

- -- Continue to involve staff members at both levels in appropriate discussions.
- -- Determine what specific actions or decisions are needed, involve appropriate staff in making those recommendations, and continue to finalize in acordance with the integrity and mission of your program.
- -- If recommendations are acceptable to involved parties, draw up an appropriate agreement form. A simple, brief form has proven most efficient and usable. The agreement form should include eligibility requirements, target group(s), program identification, anticipated outcomes or benefits, agreeing partners indicated, signature of official representatives of agreeing partners.
- -- Acquire appropriate signatures at both institutions.

What helps make agreements successful?

- -- Choose an area of mutual benefits.
- -- Clarify the intent of any potential working relationships.
- -- Insure overt administrative commitment and suppot.,
- -- Be flexible in approach and perspective.

- Provide opportunities to facilitate growth of trust, confidence, and respect between faculty members at each level.
- Provide for ongoing communicatin between administrators at each level.
- Seek agreements where goals are compatible.
- Provide for the maintenance of curriculum integrity at each level.
- Work for simplicity in the written agreement.

What signifies serious problems or barriers to potential success of the agreement?

- Incompatibility between curricula.
- Lack of support at either level by involved facluty, staff, or administration.
- Extreme difficulty in setting or schedulign meetings.
- Obvious philosophical or perspective differences.
- Needless delay or postponement on the part of a potential partner.
- Unrealistic expectations of the potential number of participants or the scope of the effort.
- Differing short-range goals, such as a multiprogram course agreement versus program-by-program/course-by-course agreements.
- Basing future success on purely economic terms.

Once agreements are in place, what is next?

- Market the existing agreements to students and community.

- Monitor progress of articulated agreement. Evidence of progress will vary by the purpose of the agreement.
- Based on monitoring, suggest revisions, update agreement terms, and if outcomes warrant the effort, look to other potential areas for agreements.

Practices for advanced placement:

- The four-year, 2+2 Tech Prep/Associate Degree program.
- Advanced placement credit or advanced standing.
- Completed high school course work (pre-tech prep or core).
- Skills testing.

Is articulation a costly process?

- The major costs should be direct: time of administrators, faculty, and coordinator, if appropriate.
- Growth in number and scope of artiuclatin agreements may necessitate staff time to coordinate the activities.
- Direct costs should be offset by program revenues.

What kinds of strategies may be employed to determine effectiveness?

- Retention-attrition data collectd by college and/or through follow-up by secondary agencies.
- Annual review.

- Formal evaluations using pre/post, competency assessment, performance checklists, and others.
- Teacher-staff observations and resulting consensus review.

What were those major steps again?

- Estimate potential benefits from articulation through consideratin of local needs and potential feasibility of linkages.
- Initiate contact, discussion, and consultation between potential partners.
- Decide to proceed (or disband) active quest ofr an articulation agreement,.
- Undertake serious discussions to develop mutually agreeable terms for the written agreement form.
- Complete, sign, publicize, and market the program.
- Assess the results and rvise the agreement.
- Consider other ways in which cooperation could be mutually beneficial.

APPENDIX
OF

ARTICULATION TERMINOLOGY

CREDIT-GRANTING CONSIDERATIONS

SAMPLE AGREEMENTS

GRANTING CREDIT

GUIDELINES

EXTERNAL SUPPORT

DEFINITIONS RELATED TO ARTICULATION

Advance Skill Program: An articulation program that streamlines occupational program fundamentals in order to make room in the postsecondary curricula to teach more advanced technical skills than students would normally get in a traditional program.

Advanced Placement: Any arrangement that enables secondary students to receive credit for and bypass courses at the entry-level requirements for the postsecondary level.

Alternate Plan: A mode of cooperative education where students alternate between (school full-time) and (training full-time) in a job that relates to their particular education and/or occupational goal.

Articulation: A planned process linking two or more educational systems to help students make a smooth transition from the secondary level of occupational education to the postsecondary level without experiencing delays or duplication of learning.

Articulated Credit: Credit earned by a student when mastery of competencies achieved at the secondary level is equivalent to competencies at the postsecondary level.

Articulated Curricula: Secondary and/or postsecondary courses of study that have been structured so as to avoid duplication of learning components and smooth transition from one level to the next.

Career Development: A lifelong process involving a series of experiences, decisions, and interactions, which, taken cumulatively, results in the formulation of a viable self-concept and provides the means through which that self-concept can be implemented both vocationally and avocationally.

Career Interest: The student's decision to pursue a career or occupational objective.

Career Objective: A specifically recognized objective selected by the student, the attainment of which is the purpose for his/her Occupational preparation.

Competencies: Learning objectives that show a progression of skills learned; should be documented as to mastery level.

Competency: An activity (cluster of skills and knowledge) that a person performs in an occupation that is both observable and measurable and that forms the basis for competency-based curricula.

Competency-based Curriculum: Educational materials designed to teach the skills and knowledge ("competencies") a person performs in an occupation, mastery of which forms the basis upon which the student is evaluated and graded.

Cooperative Vocational Education: A method of vocational education for persons who, through written cooperative arrangements between the

school and employers, receive instruction including required academic courses and related vocational instruction by combination of study in school with employment in an occupational field.

Coordination: The process of organizing, developing, or maintaining effective relationships with all groups and individuals involved in cooperative vocational education.

Coordinator: The term used to describe the faculty person responsible for cooperative vocational education. Sometimes referred to as a(an) instructor-coordinator, teacher-coordinator, or coordinator.

Credit by Demonstrated Competence: Student may receive post-secondary credit for knowledge or experience gained in prior education, on-the-job training, non-credit course work, military training or similar learning experience.

Employability: Results of education and training experiences that provide students with marketable skills which may be used for gainful employment.

Employer: General term for any individual, corporation, or other operating group which hires workers. The term "employer" and "management" are often used interchangeably.

Experiential Education: Refers to the many practices of utilizing out-of-classroom, off-campus resources as a learning laboratory. A term which includes cooperative education, service learning internships, externships, practicums, etc.; learning by doing.

Horizontal Articulation: When students move from one institution or program to another of the same type at the same level. Communication and coordination of education for employment programs and services at the same educational level.

Internship. A period of time spent in a business, industry, or other agency for the purpose of providing the student with opportunities to gain insight and direct experience related to one or more functions of that organization. Internships are usually conducted under the supervision of a teacher-coordinator. A postsecondary work experience directly related to career goals, paid or non-paid, can alternate periods of work and study or work and study can occur simultaneously.

Job: The duties and tasks actually performed by a specific person.

Job Description: A written statement listing the elements of a particular position or occupation. The statement may include the purpose, duties, equipment used, qualifications, training requirements, physical and mental demands, and working conditions.

Minimum Wage: The lowest rate of pay, established by law or through collective bargaining, at which covered workers may be employed. The minimum wage is usually expressed as an hourly rate.

Occupational Field: A group of recognized occupations having many similarities, including the following characteristics in common: the type of work performed; the basic aptitudes, and the acquired knowledge and training required; the tools, machines, instruments, and other equipment used; and the basic materials used.

Occupational Objective: An occupational goal, selected by the student, the attainment of which is the purpose for his/her vocational instruction.

On-The-Job Training: Instruction in the performance of a sequentially-planned job given to an employed worker by the employer during the usual working hours of the occupation.

Parallel Plan: A mode of cooperative education where students attend the institution part-time and work part-time on a job that relates to their particular education and/or occupational goal, where on-the-job training and classroom work are concurrent.

Placement Coordinator: A person who provides local leadership to plan and initiate placement services.

PostSecondary Cooperative Education: Work training in a paid position which relates to the program of study.

Program Coordinator: Manages the program, sets guidelines for acceptance of high school work experience.

Receiving Institution: Issues full credit, partial credit or waives the requirement. Could be a community college, four-year college, or university.

Related Class: Seminar instruction designed to develop skills that will be applied during a cooperative education experience. Courses specifically designed to improve personal and social skills, and/or develop relevant occupational skills and knowledge. The instruction should be regularly scheduled, should complement the learning experiences at the training station, and should be planned and developed to meet the specific needs of the individual student. The content should consist of the theory of the occupational skills, the specific related information, safety instruction, and the general related instruction necessary to achieve personal success in the world of work.

Salary Rate: The rate of pay expressed in terms of dollars per hour, week, month, or year.

Secondary Cooperative Education: Classroom and work combination, with a related class.

Task: A unit of worker activity that is intermediate in specificity between a function and a procedural work step or action. It is a distinct unit of work performed by an individual; that is, the unit usually has a definite beginning and ending, and is performed within a limited period of time.

Time-Shortened Program: An articulation program that facilitates advance standing in postsecondary occupational programs and allows students to complete the postsecondary training faster.

Training Agreement: A statement of fundamental agreements regarding the participation of a student in cooperative vocational education. Initiated by the institution, the agreement reflects a voluntary and cooperative commitment on the part of the coordinator, employer, and student.

Training Plan: A format for delineating, for each student, the learning experiences and tasks to be undertaken at the training station, often paralleled with classroom units of instruction.

Training Supervisor: The individual to whom the student-learner looks for instruction and training at the training station. The on-the-job training sponsor may be the owner or manager, or a responsible individual appointed by management. Job supervisor.

Training Station: The student work station where skills application or skills development takes place.

"2+2": Articulation of vocational technical curricula in grades 11-14 with career exits after grades 12, 13, 14, to create a strong postsecondary curriculum that produces graduates with advanced skills.

Vertical Articulation: Any linking of two or more educational programs or systems to help students move smoothly from one level of instruction to the next one without experiencing delays or loss of credit.

CREDIT-GRANTING CONSIDERATIONS

An institution granting credit for secondary cooperative vocational experience should give consideration to the following:

Date
Completed

_____ 1. The objective of postsecondary cooperative education is to offer the student training in a related work setting at a level equal to their preparation. Post-secondary cooperative education should be designed to accommodate the student's education needs and also provide opportunities for individual growth toward expanded job duties and/or responsibilities.

Listing of Activities:

_____

_____

_____

_____

_____

_____ 2. Benefits of transferring or waiving postsecondary cooperative education credit would include:

_____ a. avoiding duplication of the secondary cooperative education occupational experience.

How to Accomplish:

_____

_____

_____

_____ b. retaining current employer involvement in Experiential education of student.

How to Accomplish:

_____

_____

_____

_____ c. providing advanced placement.

How to Accomplish:

_____

_____

_____

_____ d. coordination of cooperative education standards at both the secondary and postsecondary levels.

Who to work with:_____

How to Accomplish:

_____

_____

_____

_____

_____

_____ 3. Consideration should be given to an early entry program. In implementing or if implemented, the secondary cooperative education position should be consistent with postsecondary career goals. However, an additional cooperative education experience should be provided during the postsecondary training, if applicable.

Ways to implement:

_____

_____

_____

_____

_____

_____ 4. Awarding credit for secondary cooperative occupational education for postsecondary cooperative education credit, even partially, should encourage students to continue with current employment in the cooperative education experience as it relates to their career goals. Students should be better prepared for the job market and have more clearly defined career goals for upward mobility.

Evaluation plans:

_____

_____

_____

_____

_____

_____ 5. The postsecondary institution should consider the existing labor market conditions and current employer commitment to retaining the secondary student. This is necessary for those students already committed to an apprenticeship program while trying to further their education at an advanced level.

Ways to Evaluate:

_____

_____

_____

_____

_____

_____ 6. 2 + 2 Tech Prep Development for secondary cooperative students will have the opportunity to receive postsecondary credit for skills and knowledge learned in secondary education at a cooperative vocational education work site. This opportunity will shorten the time necessary to earn a postsecondary degree. The 2 + 2 connected secondary/postsecondary program that will prepare people for high-demand careers.

Ways to Evaluate:

_____

_____

_____

_____

_____

FACILITATION OF ARTICULATION AGREEMENTS

Facilitation of articulation must involve support from each governing board along with the secondary and postsecondary administration. Articulation Agreements should be agreed upon and signed by each governing board.

Steps:

Date Complete

_____ 1. Development of Agreement -- Designated official must first have approval to develop written agreement on articulation of cooperative vocational education.

_____ 2. A Steering Committee should then be established. The committee should be composed of Secondary Administration, Department of Education Cooperative Education Consultant, and Technical Community College Administrative/Designee.

List of Members:

_____ _____

_____ _____

_____ _____

_____ This committee shall develop articulation policy procedures in agreement with governing board approval.

_____ 3. Postsecondary Campus Coordinating Committee(s) should be established for program areas in which articulation appears to be feasible.

Program areas:

_____ _____

_____ _____

_____ _____

_____ It is suggested that personnel from both institutions and participating employers work on common goals and benefits of articulation.

Committee members:

_____ _____

_____ _____

_____ _____

When initiating the negotiation process on the articulation agreement, the facilitators must agree to focus on student benefits. This should foster a partnership that facilitates positive results. Continuous communication to participating personnel is vital to the success of the negotiation process. Someone must assume this responsibility.

_____ 4. Implementation - once an articulation agreement has been approved, an individual from each institution must be given administrative responsibility for the articulation of cooperative vocational education.

Individual _____ Responsibilities _____

_____

_____

_____ Initial agreements should focus on specific programs to promote success of articulation. Start small first.

Agreement with whom:

_____ _____

Institutional coordinator: This is the person identified at each institution to serve as the communication link between participants. Although as many faculty and administrators as possible should be involved in the formation of the articulation agreement (to insure their support), someone needs to have the responsibility for articulation and assisting students who encounter difficulties in the transfer process.

Istitutional coordinator:

_____

_____ 5. The articulation agreement should be maintained and updated through continued dialog between the post-secondary program's advisory council, faculty, institutional coordinators, administrators and employers.

Comments:

_____

_____

_____

SCHOOLCRAFT COMMUNITY COLLEGE DISTRICT

SECONDARY/POST-SECONDARY ARTICULATION AGREEMENT

Statement of Intent

The purpose of this Articulation Agreement is to provide a mechanism which will enable vocational-technical programs at the secondary and post-secondary level of education to interface in order to grant equivalency college credit to students for identified task competencies achieved in secondary programs.

Participating Institutions

We, the undersigned representatives of the listed institutions, agree to the terms of this Articulation Agreement for a period of three (3) academic years after the date of signing.

Discipline Areas

Accounting
Architectural Technology
Auto Mechanics
Child Care
Culinary Arts
Electronics
Machine Trades
Mechanical Drafting
Nursing
Office Occupations
Welding

Date _____

Post-Secondary Institution

Schoolcraft College

Authorized Agents

_____
President

_____
Contact Person

_____
Title

Secondary Institution

_____
Superintendent

_____
Contact Person

_____
Title

ARTICLES OF AGREEMENT

Conditions

1. Each articulating student must be fully matriculated and provide Schoolcraft College with a copy of his/her competency record in his/her intended program of study.

2. Participating teachers at the secondary school will maintain a competency record for each student which identifies areas and levels of task achievement. This record will become part of the student's permanent record and will be forwarded to Schoolcraft College upon request by the student.

3. Articulation Agreement Review and Change:

   3.1 On or before April 1 of each academic year a meeting will be scheduled for each occupational area in order to review occupational tasks and criterion tests used to measure levels of competency. All teachers of secondary and post-secondary occupational programs will be invited to provide input for review and revision of the tasks and tests.

   3.2 On or before May 1 of each academic year, a review of the articulation agreement and process will be conducted by a review committee. The review committee (representing each occupational area) will be determined by the chief executive officers.

4. Secondary teachers in the aforementioned disciplines will teach from a minimum set of task competencies as agreed upon. Evidence of achievement of this will be exhibited by the appropriate monitoring and certification of students in secondary programs.

5. All new full-time faculty and administrators directly involved in the Schoolcraft Community College District Articulation Agreement will be in-serviced in CBE and oriented to the articulation process.

6. Students must complete 10 (ten) credit hours in the intended program area with a minimum GPA of 2.0 in order to receive articulation credit.

Benefits

1. Students will receive Schoolcraft College equivalency credit for courses which they have demonstrated competencies for the identified tasks.

2. As in any other advanced placement, no tuition and fees for courses articulated will be charged.

3. Equivalency credit for articulated courses will appear on the transcript of Schoolcraft College by course title and credit hours.

GRANTING CREDIT

It is recommended that the postsecondary institution's academic policies committee set credit hour standards.

The following are suggestions for policy development:

AGREE DISAGREE

_____ _____ 1. The postsecondary institution will grant the credit or waive the requirement, contingent on the students' registration at the college. Credits may be held in escrow until the student has satisfactorily completed one or more post-secondary courses in a related field.

Changes/Comments:

_____

_____

_____

_____ _____ 2. Experiences should meet or equal the same competencies as an advanced level course or experience.

Changes/Comments:

_____

_____

_____

3. Transfer credit granted on an individual basis could be determined by:

_____ _____ a) quality of occupational experience (testing out on demonstration of skills, portfolio, etc.).

_____ _____ b) currency of experience within last two years.

Changes/Comments:

_____

_____

_____

____ ____ 4. If acceptable, options for awarding transfer credit could be based upon a minimum of one credit and a maximum of 25 percent of the receiving institution's cooperative education credit hours. See the following table:

Receiving Institution's Credits	Credit for Secondary Cooperative Education*
16	4
15	3
14	3
13	3
12	3
11	3
10	2
9	2
8	2
7	2
6	1
5	1
4	1
3	1
2	1
1	1

* Would use fractional credit (3.75, etc.) if receiving institution provides for it in their system.

____ ____ 5. Receiving postsecondary institution shall be responsible for initiating the agreement with secondary institution. The secondary institution may inquire about such an agreement.

Changes/Comments:

_____

_____

_____

____ ____ 6. A postsecondary institution should not assign a letter grade for these courses. Designation such as "CR" is suggested for transcript.

Changes/Comments:

_____

_____

_____

_____ _____ 7. A postsecondary institution should not calculate such credits in establishing an accumulative grade point average. The purpose of articulation should be to concentrate on competency recognition. Using grades from "sending" institutions to establish an accumulative grade point average is not the norm.

Changes/Comments:

_____

_____

_____

_____ _____ 8. Credit may be given or waived for any occupational experience consistent with present or future career goals.

Changes/Comments:

_____

_____

_____

_____ _____ 9. The postsecondary institution may measure student competencies through an examination available to all students.

Changes/Comments:

_____

_____

_____

_____ _____ 10. The postsecondary institution may establish a predetermined list of competencies for each academic area which would need to be met by all entering students.

Changes/Comments:

_____

_____

_____

_____ _____ 11. The postsecondary institution may develop a procedure with previous and current employers for validation of cooperative education occupational experience.

Changes/Comments:

_____

_____

_____

_____ _____ 12. Postsecondary institutions may examine high school training agreements, plans and evaluations to determine if mastery was obtained.

Changes/Comments:

_____

_____

_____

_____ _____ 13. A postsecondary institution may waive all, or a portion, of the cooperative education occupational experience, electives/requirements.

Changes/Comments:

_____

_____

_____

_____ _____ 14. The cooperative education related class/seminar cannot be waived.

Changes/Comments:

_____

_____

_____

_____ _____ 15. The secondary cooperative education occupational experience should be evaluated on the basis of its relationship to individual career goals, and postsecondary program guidelines.

Changes/Comments:

_____

_____

_____

_____ _____ 16. Curriculum guides should be kept flexible.

Changes/Comments:

_____

_____

_____

GUIDELINES

Instructor/Coordinator (Secondary/Postsecondary)

Eligibility (Answer Yes or No)

_____ The instructor/coordinator teaches related and technical subject matter involved with cooperative education and coordinates on-the-job activities of employed student-learners.

_____ All instructor/coordinators shall complete coursework in "Coordination Techniques".

_____ Student-learners in secondary Cooperative Vocational Education must be eligible for release time for on-the-job training.

_____ The amount of release time will be determined by the students' needs and the requirements of that program and/or employer.

_____ The on-the-job training should be a true learning experience, related to existing career/occupational opportunities which leads to promotion and/or advancement, and should be supervised by the instructor/coordinator.

_____ The training agreement is a written document of the commitments expected of all parties involved [the employer, the training sponsor, the student-learner, the instructor/ coordinator, and the parent (secondary level)] and must be utilized for each student-learner as an essential and businesslike way of agreeing on the responsibilities of the individuals concerned.

_____ The training agreement should be signed by each of the parties mentioned, and a copy should be given to each of them at the time the student-learner is employed.

_____ An individual training plan must be developed for each student-learner.

_____ The plan is to identify activities, skills, and knowledge that will assist the student-learner to become competent in his/her occupational objective. The employer and training sponsor, in cooperation with the instructor/ coordinator, should be able to specify the desired learning experiences.

_____ A training agreement and plan should be available for review by a postsecondary institution.

_____ Keeping accurate records is an important responsibility of the instructor/coordinator. Records which must be maintained by the coordinator for a minimum of five years include:

_____ A. Training agreement

_____ B. Training plan

_____ C. Student earnings reports

_____ D. Student evaluation reports

_____ E. Coordination visitation report forms

Employer

_____ Evaluation of individual student-learners in Cooperative Vocational Education should be conducted by both the instructor/coordinator and the on-the-job training sponsor. On-the-job activities, attitudes, and character of each student-learner should be formally and systematically reviewed by the training sponsor at least once each formal grading period.

_____ The employer and training sponsor, in cooperation with the instructor/coordinator, should be able to specify the desired learning experiences. The sequence of learning experiences should show progression from the simple to the complex.

_____ The employer should indicate a willingness to cooperate and have a clear understanding of cooperative education objectives.

_____ Adequate job supervision should be provided by a person who understands the program objectives, has an interest in student-learners, is willing to accept the individual as part of the regular work force, and is willing to cooperate and work with the instructor/coordinator.

_____ The training station should provide training in a safe environment.

_____ The training sponsor should agree to support educational policies where applicable.

_____ The training station should comply with all federal and state laws concerning employment (equal opportunity, equal access, child labor laws, wage and hour laws, OSHA, etc.)

_____ The training station should provide progressive training to the student-learner, including responsibility.

Student-Learner

_____ The student-learner should have knowledge of the guidelines for entry into cooperative education.

_____ Student-learners should have career goals related to post-secondary educational opportunities.

Postsecondary Institutions

_____ There should be communication with secondary schools to familiarize personnel with procedures regarding acceptance of secondary cooperative education occupational experience.

_____ Postsecondary institutions should establish policies regarding acceptance or waiver of secondary cooperative education occupational experience.

_____ Postsecondary institutions should establish communication procedures with secondary school instructor/coordinators.

_____ Postsecondary institutions should establish communication procedures with cooperative education occupational experience employers.

EXTERNAL SUPPORT

Guidelines for External Support:

Date Completed

_____ 1. Establish a steering committee to develop policies and procedures for articulation of cooperative vocational education credit or waivers.

Comments:

_____

_____

_____

_____ 2. Develop detail procedures for information dissemination.

Comments:

_____

_____

_____

_____ 3. Annual report on articulation activities and transfers.

Comments:

_____

_____

_____

4. Select someone who is responsible and has administrative authority.

Comments:

_____

_____

_____

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2-2 SUGGESTED COURSE OF STUDY

SEQUENCE FOR ENROLLING IN Accounting Technician

GRADE 9

English
Pre Alg. or [illegible]
Science
Social studies
PE/Health
World of Business/You and the law

GRADE 10

English II
Alg.I or [illegible]
Biology or General Biology
PE/World Civilization

* Keyboard I/Keyboard II (Elementary Typing)

* Money/Vocational Math (Business Math)

GRADE 11

English III
US History
([illegible])* Accounting I/Accounting II (General Accounting)

([illegible]) Intro to Computers/Software Applic-Computer

Elective/Elective

Elective/Elective

GRADE 12

[illegible] or Senior Eng.
Government/ Adv. Programming

([illegible])*Adv AcctI/Adv. Acct II (Accounting I)

([illegible]) Gen. Science/ Elem. Spanish

Automated Acct/Business Management

* Bus. Mgt II/Bus Mgt III (DECA Field Study Credit)

Please indicate: + for advanced placement * for dual credit

The student will receive dual credit for the courses marked * . These courses can be taken at the high school (as Listed) or the comparable course at the college is listed in Parentheses.

College Credit that can be earned while student is still attending the High School is 14 hours. The courses listed on the next sheet will be taken at the [illegible] and will amount to 51 additional hours. Two units of electives at the High School have been built in. No provision has been made for electives at the college level; however, the college schedule can be altered to fit either the terminal student or the student who desires an associate degree.

2-2 SUGGESTED SEQUENCE OF COURSES FOR ENROLLING IN _____

TYPE OF PROGRAM: _X_ certificate X _____Applied Science _____transfer

---

GARDEN CITY COMMUNITY COLLEGE

FRESHMAN

	sem. I		sem. II
3	Accounting II	3	Cost Accounting
3	Intermed. Typewriting	3	English I
3	Bus. Law I	3	Bus. Law II
3	Speech I	3	Business Machines

SOPHOMORE

3	Managerial Acct	3	Psychology
3	English II	3	Intermediate Acct
3	Computer Applic-Acctg	3	Cobol
3	Business Comm	3	Macro Economics
3	Micro Economics		

Please indicate: + for ADVANCED PLACEMENT, * for DUAL CREDIT

39

PS= Public School
CC= Community College

2 + 2

Garden City High School and Garden City Community College

Curriculum Articulation/Review

Courses To Be Articulated:

PS Course Title Mechanical Drawing and Engineering Graphics

CC Course Title and Number Drafting I

I. Total # Competencies listed for PS course 26

Total # Competencies listed for CC course 26

Like Competencies found 26

II. As a result of the committee's investigation, do you recommend any adjustments, deletions, additions to course content at either PS or CC?

Please explain any adjustments.

(Adapted from Richmond County Tech Prep)

III. Advanced Placement consideration/Dual Credit consideration

a. Does this committee recommend any advanced placement? ___X___yes _____no

b. Does this committee recommend any dual credit? ___X___yes _____no

Explain and justify your recommendation:

The Drafting I curriculum at Garden City Community College closely parallels the Mechanical Drawing and Engineering Graphics curriculum at Garden City High School.

To take Drafting I would therefore be a repeat of curriculum and skills previously mastered. For this reason, we find it in the students and schools best interest to recommend dual credit and advanced placement.

IF THE COMMITTEE RECOMMENDS THAT ADVANCED PLACEMENT OR DUAL CREDIT BE GRANTED, COMPLETE ITEM IV. IF NO ADVANCED PLACEMENT OR DUAL CREDIT IS RECOMMENDED, PLEASE EXPLAIN WHY IN THE SPACE ABOVE AND HAVE ALL MEMBERS OF THE COMMITTEE SIGN THE FORM UNDER ITEM VI.

IV. How do you recommend that the advanced placement/dual credit be verified? (i.e.: grade average, competency record, proficiency and/or performance test, teacher recommendations or any combination of items.) Explain reason(s) for this type validation.

We recommend that student verification be made in three ways:

1. Students must maintain a letter grade of "C" (73% minimum) or above on semester report cards in Mechanical Drawing and Engineering Graphics at Garden City High School.

2. Students must also have a mastery of 75% of the competencies listed on the Mechanical Drafting profile.

3. If the student fails either of the above mentioned items, they will still be eligible for advanced placement but NOT dual credit. Advanced placement can be attained through the approval of both instructors.

V. It a test is recommended, please attach a copy ot the test.

VI. The chairperson and all committee members must sign this form.

James P Andersen, Chairperson

Edward C Gilliland, Member

_____, Member

_____, Member

_____, Member

_____, Member

April 3, 1990, Date

This form must be completed and turned in by _____

KANSAS OCCUPATIONAL PROFILE

ACCOUNTING TECHNICIAN

Name _____ SSI ___/__/___

School _____ Instructor _____

RATING SCALE:
3 Skilled-Works independently
2 Limited Skill-Requires assistance to perform task
1 Skill Undeveloped-Received instruction but has not developed skill
0 No Exposure-No instruction or training in this area

DIRECTIONS: Evaluate the student by checking the appropriate number to indicate the degree of competency reached. Rate each task to reflect employability readiness.

ENROLLMENT DATE	COMPLETION DATE	HOURS COMPLETED
___/___/___	___/___/___	_____

I certify that the student received training in the areas indicated.

Student Signature _____ Date ___/___/___

Instructor Signature _____ Date ___/___/___

Administrator Signature _____ Date ___/___/___

A. ENGLISH AND VOCABULARY

3 2 1 0 1. Review fundamentals of English
3 2 1 0 2. Demonstrate proficiency in the use of punctuation and capitalization
3 2 1 0 3. Demonstrate proficiency in using reference materials
3 2 1 0 4. Compose brief memos and short letters
3 2 1 0 5. Apply correct spelling pronunciation of frequently used business related words
3 2 1 0 6. Learn and apply rules for plurals, possessives, prefixes, suffixes, etc.
3 2 1 0 7. Acquire working knowledge of definition of frequently used business words
3 2 1 0 8. Demonstrate proficiency in penmanship
3 2 1 0 9. Use correct grammar in speaking effectively with others
3 2 1 0 10. _____
3 2 1 0 11. _____

B. MATH

3 2 1 0 1. Review fundamentals of math
3 2 1 0 2. Interpret, analyze, and solve word problems
3 2 1 0 3. Demonstrate proficiency of addition, subtraction, multiplication, and division using fractions, decimals, whole numbers, and percentages on the calculator using the touch system
3 2 1 0 4. Demonstrate working knowledge of four (4) math functions: discounts, net amounts; markup and markdown; prorating; interest, notes and discounts; and payroll
3 2 1 0 5. Demonstrate working knowledge of making and counting change
3 2 1 0 6. Identify and complete business related forms
3 2 1 0 7. Demonstrate ability to maintain efficient records manually or electronically for cashiers, banking, petty cash, etc.
3 2 1 0 8. _____
3 2 1 0 9. _____

C. BANK RECONCILIATION

3 2 1 0 1. Demonstrate proficiency in reconciling bank statement and be able to go back and find the errors
3 2 1 0 2. Demonstrate ability to prepare change, bills and checks and other negotiable instruments in the proper banking procedure
3 2 1 0 3. Demonstrate proficiency in preparing proper deposit banking forms
3 2 1 0 4. Demonstrate ability to prove the reconciled balance to the general ledger and checkbook
3 2 1 0 5. _____
3 2 1 0 6. _____

D. INTRODUCTION TO COMPUTERS

3 2 1 0 1. Learn basic microcomputer terminology
3 2 1 0 2. Describe and identify the functions of micros
3 2 1 0 3. Understand the use of the function keys
3 2 1 0 4. Demonstrate the proper power-up and power-down sequence as well as perform single tasks related to word processing
3 2 1 0 5. Save and print documents
3 2 1 0 6. Demonstrate a working knowledge of word processing
3 2 1 0 7. Describe the importance of reading manuals in order to be able to adapt to different types of machines and/or programs
3 2 1 0 8. _____
3 2 1 0 9. _____

E. PERSONAL DEVELOPMENT AND HUMAN RELATIONS

3 2 1 0 1. Perform self evaluations to determine strengths and weaknesses
3 2 1 0 2. Develop good grooming and personal hygiene
3 2 1 0 3. Demonstrate ability to follow written and verbal instructions
3 2 1 0 4. Develop a healthy self-esteem
3 2 1 0 5. Describe importance of the following professional qualities when given various office situations: honesty, loyalty, courtesy, cooperation, alertness, ambition, punctuality, interest, involvement, patience, tact, confidence, sense of humor, dependability/reliability, flexibility and initiative
3 2 1 0 6. Demonstrate the following proper telephone techniques:
- Answer the telephone
- Place local and long-distance calls
- Screen telephone calls
- Transfer or refer telephone calls
- Record messages
- Maintain record of long-distance calls
- Use various directories
- Operate intercom system
- Operate paging system
- Operate multiline system

3 2 1 0 7. Demonstrate the following proper telephone etiquette: courtesy, voice control, diction, expression, vocabulary, and discretion
3 2 1 0 8. Describe acceptable conduct in the following personal relationships: employee-employer, employee-coworker, and employee-public
3 2 1 0 9. Demonstrate the awareness of suitable attire at the work place
3 2 1 0 10. _____
3 2 1 0 11. _____

A-MUST KNOW PRIOR TO MAKING APPLICATION FOR JOB
B-NICE TO KNOW, SHOULD OR MUST LEARN IN FIRST 30 DAYS
C-NOT REQUIRED FOR EMPLOYMENT BUT WOULD HELP ADVANCEMENT
D-NOT REQUIRED AT THE TRAINING LEVEL

Validation Pending

F.

OFFICE PROCEDURES

3 2 1 0 1. Understand and demonstrate the following procedures for handling incoming mail: open and stamp mail for date/time; sort mail for distribution; maintain current routing guide/distribution lists

3 2 1 0 2. Understand and demonstrate the following procedures for handling outgoing mail: stamp and seal envelope; use postage scales and U.S. Postal manuals; calculate postage rates and purchase postage; operate postage meter

3 2 1 0 3. Describe the various procedures for shipping materials

3 2 1 0 4. Describe on-the-job situations where safety-consciousness must be demonstrated

3 2 1 0 5. Practice safety in all jobs

3 2 1 0 6. Demonstrate proper fire prevention techniques to be used at the job site

3 2 1 0 7. Demonstrate ability to use copy machine

3 2 1 0 8. Assemble, collate, and staple duplicated material

2 1 0 9. Exhibit an awareness of office supplies, their uses and sources

3 2 1 0 10. Recognize the importance of confidentiality and privacy laws

3 2 1 0 11. Understand the value and importance of the following machines in business: calculator, typewriter, copy machine, transcribing machine, postage machine, microcomputer, telephone, and others

3 2 1 0 12. Learn and apply rules for alphabetic indexing

3 2 1 0 13. Learn and apply rules for numeric indexing

3 2 1 0 14. _____

3 2 1 0 15. _____

G.

FILING

3 2 1 0 1. Learn and apply rules for alphabetic indexing

3 2 1 0 2. Learn and apply rules for numeric indexing

3 2 1 0 3. Demonstrate proper filing procedure including collecting material to be filed, inspecting for time stamp/release mark, indexing, coding, cross-referencing, sorting, placing cards in file and arranging records in file

3 2 1 0 4. Learn and apply rules for subject and geographical filing

3 2 1 0 5. Understand the criteria by which records are created, stored, retrieved, retained, and disposed of

3 2 1 0 6. Demonstrate proper procedures for the operation and control of manual and electronic storage systems

3 2 1 0 7. Demonstrate a knowledge of various filing systems

3 2 1 0 8. Describe basic filing equipment

3 2 1 0 9. _____

3 2 1 0 10. _____

H.

3 2 1 0 1. _____

3 2 1 0 2. _____

3 2 1 0 3. _____

3 2 1 0 4. _____

3 2 1 0 5. _____

3 2 1 0 6. _____

3 2 1 0 7. _____

3 2 1 0 8. _____

I.

3 2 1 0 1. _____

3 2 1 0 2. _____

3 2 1 0 3. _____

3 2 1 0 4. _____

3 2 1 0 5. _____

3 2 1 0 6. _____

3 2 1 0 7. _____

3 2 1 0 8. _____

J.

3 2 1 0 1. _____

3 2 1 0 2. _____

3 2 1 0 3. _____

3 2 1 0 4. _____

3 2 1 0 5. _____

3 2 1 0 6. _____

3 2 1 0 7. _____

K.

3 2 1 0 1. _____

3 2 1 0 2. _____

3 2 1 0 3. _____

3 2 1 0 4. _____

3 2 1 0 5. _____

3 2 1 0 6. _____

3 2 1 0 7. _____

L.

3 2 1 0 1. _____

3 2 1 0 2. _____

3 2 1 0 3. _____

3 2 1 0 4. _____

GENERAL ACCOUNTING

Demonstrate knowledge of accounting terminology

Exhibit knowledge of the accounting cycle

Identify various steps in the inventory cycle

Describe various inventory systems

Describe various methods of costing inventory

Demonstrate a knowledge of the skill needed for effective collections

_____

_____

GENERAL LEDGER

Describe the functions of the general ledger

Describe the account components of the general ledger

Describe the relationship of the general ledger to the financial statements

Reconcile bank cash balance to the general ledger cash balance

Reconcile all other subsidiary ledgers to the general ledger

Demonstrate knowledge of finding errors if the general ledger is not in balance

_____

_____

CASH RECEIPTS

Record cash receipts in a journal

Prepare deposit and prove receipts

Post cash receipts to accounts receivable ledger when using accrual method

Post cash receipts to the general ledger

Code receipts to the proper account

_____

_____

CASH DISBURSEMENTS

Write checks

Record cash disbursements in a journal

Code disbursements to the proper accounts

Post accounts receivables from sales journal

Post cash receivables subsidiary to the general ledger and prepare aging analysis

_____

_____

ACCOUNTS RECEIVABLE

Record sales by preparing sales invoice

Record sales in sales journal

Post accounts receivables from sales journal

Balance account receivables subsidiary to the general ledger and prepare aging analysis

3 2 1 0 5. _____

3 2 1 0 6. _____

3 2 1 0 7. Demonstrate a knowledge of effective collections

_____

_____

M.

ACCOUNTS PAYABLE

3 2 1 0 1. Examine vendor invoices for clerical accuracy, pricing, and compare to receiving report

3 2 1 0 2. Reconcile invoices to statements

3 2 1 0 3. Record vendor invoices

3 2 1 0 4. Code vendor invoices

3 2 1 0 5. Post vendor invoices to accounts payable subsidiary

3 2 1 0 6. Reconcile the accounts payable subsidiary to the general ledger

3 2 1 0 7. Post vendor payments to the accounts payable subsidiary

3 2 1 0 8. _____

3 2 1 0 9. _____

N.

PAYROLL

3 2 1 0 1. Maintain list of employees, withholding, pay rates, etc.

3 2 1 0 2. Accumulate and maintain employee wage records including hours worked, vacation, sick time, etc.

3 2 1 0 3. Calculate employee wages including proper withholding

3 2 1 0 4. Prepare payroll checks

3 2 1 0 5. Balance payroll checks to payroll records

3 2 1 0 6. Prepare simple payroll tax records

3 2 1 0 7. Learn about payroll terminology and payroll forms

3 2 1 0 8. Describe the importance of confidentiality

3 2 1 0 9. Describe importance of keeping abreast of new changes

3 2 1 0 10. _____

3 2 1 0 11. _____

O.

COMPUTERIZED ACCOUNTING

3 2 1 0 1. Perform practical applications in general ledger, cash receipts, cash disbursements, accounts receivable, accounts payable, and payroll using microcomputers

3 2 1 0 2. Understand and demonstrate the manual checking of computerized forms

3 2 1 0 3. Perform spreadsheet applications

3 2 1 0 4. Perform data base applications

3 2 1 0 5. Prepare backups

3 2 1 0 6. _____

3 2 1 0 7. _____

A MUST KNOW PRIOR TO MAKING APPLICATION FOR JOB
B NICE TO KNOW, SHOULD OR MUST LEARN IN FIRST 30 DAYS
C NOT REQUIRED FOR EMPLOYMENT BUT WOULD HELP ADVANCEMENT
D NOT REQUIRED AT THE TRAINING LEVEL

KANSAS OCCUPATIONAL PROFILE

COURSE/PROGRAM TITLE _____

Name _____ SS# ___/__/___

School _____ Instructor _____

RATING SCALE: 3 Skilled-Works independently
2 Limited Skill-Requires assistance to perform task
1 Skill Undeveloped-Received instruction but has not developed skill
0 No Exposure-No instruction or training in this area

DIRECTIONS: Evaluate the student by checking the appropriate number to indicate the degree of competency reached. Rate each task to reflect employability readiness.

ENROLLMENT DATE ___/___/___ COMPLETION DATE ___/___/___ HOURS COMPLETED _____

I certify that the student received training in the areas indicated.

Student Signature _____ Date ___/___/___

Instructor Signature _____ Date ___/___/___

Administrator Signature _____ Date ___/___/___

(State competencies in measureable student outcomes, ie: compose brief memos and short letters)

LETTER	COMPETENCY	LETTER	COMPETENCY

A-MUST KNOW PRIOR TO MAKING APPLICATION FOR JOB
B-NICE TO KNOW, SHOULD OR MUST LEARN IN FIRST 30 DAYS
C-NOT REQUIRED FOR EMPLOYMENT BUT WOULD HELP ADVANCEMENT
D-NOT REQUIRED AT THIS TRAINING LEVEL

To: USD 457 Board and Administration

From: 2+2 Agriculture Committee
Gale Seibert
Ricky Roberts
Todd Whitmore

As we seek ways to enhance the educational opportunities of our students, foster a spirit of co-operation between the two schools and to take advantage of certain areas of teacher expertise, we are happy to present this plan for the school year 1990-91.

Advanced placement appears to be the area of the 2+2 plan that, initially, has the greatest possibility for success between the two agriculture departments. This plan will allow high school students the opportunity to take advantage of some college classes while still maintaining their status as a high school student.

OPPORTUNITIES FOR HIGH SCHOOL STUDENTS

Under the arrangement of the 2+2 program, the students will have the option of taking classes for college credit or for both high school and college credit simultaneously.

1. Animal Husbandry is the beginning course in animal science at GCCC. It will be offered on campus on MWF at 8:00 to 8:55 for three college credit hours. Gale Seibert, instructor.

2. Computer Farm Accounting is a course dealing with the application of farm accounts to a computer program, offered on campus on TTh at 8:00 to 9:25 for three credit hours. Martin Neff, instructor.

3. Meat and Carcass Evaluation will be offered as a two credit hour college class at GCHS during the first hour on TTh. Students may simultaneously be enrolled in the high school course, Live Animal and Carcass Evaluation that meets daily, first hour. Students will be dealing with live animal evaluation subjects on MWF under Ricky Roberts for high school credit and will be studying meet evaluation topics on TTh under Gale Seibert for high school or college credit or both.

4. Students wishing to pursue different college courses than those listed above will be free to make that choice and still return to the high school for the completion of the day.

ARRANGEMENTS FOR AG TEACHERS:

1. Ricky Roberts will be teaching his normal ag courses during the mornings, but will be going to GCCC on Tuesday, Thursday and Friday afternoon to teach Livestock Selection and coach the college livestock judging team. He has been assigned other teaching duties on Monday and Wednesday dealing with work study and with handicapped students. Ricky will be paid the coaches supplement by the college and will then be an employee of the college so that he can meet legal requirements for the operation of college transportation and for liability concerns.

2. Gale Seibert will be teaching the meats portion of the high school Live Animal and Carcass Evaluation course on Tuesday and Thursday mornings and working with the FFA Meats Judging Team. A supplement (yet to be determined) will be paid to take care of transportation requirements and liability concerns.

RESPONSIBILITIES OF THE SCHOOLS:

An agreement regarding the responsibilities of each school has been formulated by the administration of both schools.

ADVANTAGES FOR GCHS STUDENTS:

1. Students will have the option of taking selected college courses for dual credit or for college credit.

2. Participating high school students will have the opportunity to enhance their senior year by taking one or more college classes rather than just filling their schedule to keep busy.

ADVANTAGES FOR BOTH SCHOOLS:

1. This program will open up the opportunity for GCHS students to develop a more meaningful curriculum.

2. GCCC will benefit from enrollment derived from the enrollment of high school students in college classes.

3. Students at both schools will benefit from teacher expertise made available to them by the sharing of instructors.

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: LE-R

RELATIONS WITH COLLEGES AND UNIVERSITIES

Cooperative Course Offerings

Courses offered cooperatively with Randolph Community College for dual credit will be published in the Randolph County High School Course of Study and listed on the high school course selection/ registration form provided to students.

In order to enroll in dual enrollment courses, the student must meet the following criteria:

- o be 16 years of age or older, a senior, or a junior eligible to graduate with the current senior class;
- o meet all prerequisites and requirements set by the college;
- o have administrative and guidance approval of the high school.

If the student withdraws from the public schools, the student may not receive high school credit for any portion of the course and the principal will notify Randolph Community College of the withdrawal in writing. Continued student enrollment in the course would be subject to individual student eligibility and acceptance by Randolph Community College.

The following guidelines also apply to students in the cooperative program at Randolph Community College:

- o All dual enrollment students must take appropriate placement tests required by the college or present acceptable SAT scores in lieu of this requirement.
- o Students not meeting current placement scores will be required in courses designated by the college to improve performance.
- o Students taking Industrial Electricity coursework will be required to take a color vision test to assist in counseling and advising.
- o Admission work, including testing, will be done at a time/place specified by the college.
- o Students in the cooperative program will be subject to all rules and regulations in force at the college while enrolled there.
- o Students may participate in only afternoon and evening courses at the college and must complete their daily schedules at the high school prior to leaving campus.

(Overleaf)--

Sample policies (white paper), administrative rules (yellow paper), and exhibits (green) are distributed for demonstration purposes. Unless so noted, contents do not necessarily reflect official NSBA policy. Any editing has been done only for space, style, or coding purposes.

(Continued)--

Individual Student Courses

Students wishing to enroll in college courses not offered in the cooperative program must have the approval of the principal and assistant superintendent for instruction. Admission will be issued if the students meet one of the following criteria and if the principal and assistant superintendent deem it to be in the best interest of the students involved.

- The student is in the fourth year of high school and needs one more unit to graduate than can be obtained at the home high school during the fourth year. Credit will be issued toward graduation.
- The student is a junior or senior involved in the NC Scholars' Program, is taking six units yearly, and needs a course or courses to meet the Scholars' Program. The course will not count toward graduation.
- The student is a junior or senior and wishes to take a course not offered in the home high school. In such cases, credit will not be accepted toward graduation.

SOURCE: Randolph County Schools, Asheboro, NC
DATE: August 1989

DISTRICT SIZE: K-12; 13,368 students

Competency Certificate

This is to certify that

_____

Achieved the performance levels acknowledged
on the reverse side for the program of

_____

And is therefore recognized.

OMAHA PUBLIC SCHOOLS

This _____ *Day of* _____, *19* _____

_____
School

_____
Instructor

_____
Principal

OMAHA PUBLIC SCHOOLS

Business Education

Omaha, Nebraska

Competency Profile for Accounting

Semesters completed _____

Student _____ School _____

I hereby certify that this student is competent to the extent indicated in the tasks listed on this profile.

Instructor _____ Date _____
(signature)

RATING SCALE

1 = **Skilled** - Can perform task independently with no supervision
2 = **Moderately Skilled** - Can perform task with limited supervision
3 = **Limited Skills** - Requires additional instruction and supervision
4 = **No Exposure** - Does not have experience or knowledge in this area

1	2	3	4	
				Accounting Careers
				Debit/Credit Principles
				Accounting Terminology
				General Journal
				Special Journals
				Worksheet/Spreadsheet Preparation
				Financial Statement Preparation
				Adjusting & Closing Process
				Accounts Receivable
				Accounts Payable
				Accounting Cycle
				Payroll
				Checking Account and Bank Statement Reconciliation
				Voucher System
				Petty Cash System

1	2	3	4	
				Accounting for Plant Assets
				Accounting for Uncollectible Accounts
				Accounting for Accrual Items
				Accounting for Prepaid Expenses & Unearned Revenue
				Financial Statement Analysis
				Automated Accounting
				Management/Financial Accounting
				Cost Accounting
				Inventory Control
				Departmentalized Accounting
				Corporate Accounting
				Tax Accounting
				Other: _____

EXCELLENT	GOOD	FAIR	POOR	**Interpersonal Skills:**
				Attendance
				Punctuality
				Task Completion
				Confidence
				Perseverance
				Comprehension
				Initiative
				Reliability
				Loyalty
				Enthusiasm
				Cooperation
				Adaptability
				Housekeeping
				Personal Appearance
				Human Relations
				Attitude
				Other: _____

4/20/89

PROGRAM TITLE: Employability Skills Enhancement
LENGTH: 600 Clock Hours
STRUCTURE: Competency based and Open Entry-Open Exit
COMPLETION: A certificate of completion will be issued.
STANDARDS FOR ABILITY TO SUCCEED: Student must have a high school diploma, GED or use the Test of Adult Basic Education.

CURRICULUM

1. STUDENT INTEREST INVENTORY-(KOPS, Kuder, CPP or other interest test)
2. ASSESSMENT COUNSELING
3. APPLYING HUMAN RELATIONS SKILLS
    - A. Understand One's Behavior and Value System
    - B. Complete Self-analysis
    - C. Use the 7-step Method of Problem Solving
    - D. Understand the Use of Defense Mechanisms
    - E. Give Orders, Directions, and Instructions
    - F. State Ways to Get Along with Supervisors
    - G. State Ways to Get Along with Co-workers
    - H. Describe Ways to Handle Difficult Persons
    - I. State Ways to Improve Communications Skills
    - J. Analyze Voice Qualities
4. APPLIED MATHEMATICAL SKILLS FOR EMPLOYMENT
    - A. Computations
    - B. Estimates
    - C. Concepts
    - D. Measurements
    - E. Problem Solving
5. APPLIED READING SKILLS FOR EMPLOYMENT
    - A. Following Directions
    - B. Looking Up and Obtaining Information
    - C. Filling Out Forms and Documents
    - D. Understanding Financial and Legal Documents
    - E. Problem Solving
6. APPLIED COMMUNICATIONS FOR EMPLOYMENT
    - A. Communicating in the Workplace
    - B. Gathering and Using Information in the Workplace
    - C. Starting a New Job
    - D. Following and Giving Directions
    - E. Upgrading, Retraining and Changing Jobs

7. KEYBOARDING SKILLS
    A. Identify the Parts of the Keyboard
    B. Demonstrate Correct Fingering of the Keys
    C. Demonstrate Knowledge of Key Locations
    D. Take timed Writings with Limited Errors
8. INTRODUCTION TO MICROCOMPUTERS
    A. Demonstrate an Understanding of Microcomputers and Peripheral Equipment.
    B. Demonstrate Proficency in Basic Microcomputer Terminology
    C. Perform the Tasks of SAVE, LOAD, COPY and INITIALIZE Disks
    D. Operate Prepared Programs
    E. Demonstrate Applications of Microcomputers in Business and Industry
9. DETERMINING EMPLOYMENT CAPABILITIES
    A. Complete the General Aptitude Test Battery
    B. Match Interests to a Specific Career Path
    C. Match Aptitudes to a Specific Career Path
    D. Develop a Career Plan
    E. Identify an Immediate Career Goal
10. APPLYING EMPLOYMENT SEEKING SKILLS
    A. Prepare a Resume
    B. Locate and Analyze Job Openings
    C. Write a Letter of Application for a Job
    D. Complete a Job Application Form
    E. Request an Interview, Interview, and Write a Job Interview Follow-up Letter
    F. Evaluate a Job Offer
11. PREPARATION AND COMPLETION OF GENERAL EDUCATIONAL DEVELOPMENT
    A. Complete the Specific Areas of the GED Preparation Study Guides
    B. Pass the General Educational Development Test

It's Easy to Do!

Just have your students follow these guidelines:

- *Fill out credit application form*
- *Complete skill exam*
- *High school business teacher will validate results*
- *Performance results will be evaluated by DMACC business faculty member*

What is the Cost?

- *$10 application fee*
- *$5 for each course*

Legislation:

Senate File 449 specifies the importance of articulation with secondary schools.

For More Information:

(Contact the dean or business faculty member listed below)

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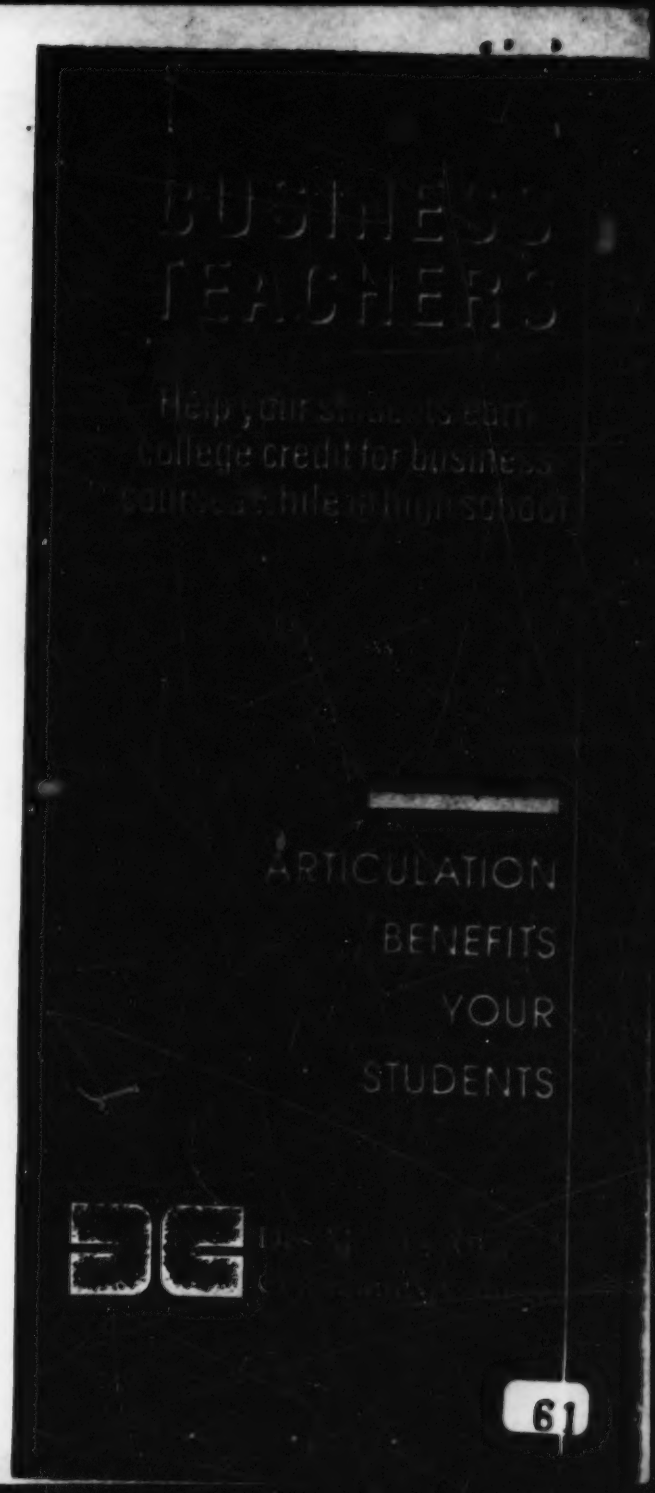

How Does the Program Work?

Your school district and DMACC enter into a signed agreement to foster the articulation of business courses offered in the high school which fulfill requirements in Des Moines Area Community College Business/Management programs.

How Does the Student Benefit?

- *Accelerates completion of business program*
- *Reduces college costs for the student*
- *Provides the opportunity to graduate from one of the top community college Business/ Management programs*
- *Allows additional time to pursue indepth study in field of specialty as a result of advanced placement*

What Courses are Available for Articulation?

Keyboarding I
Typing I
Typing II
Typing III
Beginning Shorthand
Advanced Shorthand
Principles of Accounting I
Fundamentals of Accounting
Business and Financial Math

What Business Programs are Available at DMACC in which Courses Articulate?

Accounting Specialist
Agri-Business
Bookkeeping and Accounting
Business Administration
Clerical
Computer Programming
Executive Assistant
Fashion Merchandising
Financial Services
Hotel Restaurant Management
Information Word Processing
Management and Marketing
Office Management
Retail Management
Retail Merchandising
Sales and Management
Secretary - Administrative
- Legal
- Medical
Small Business Management